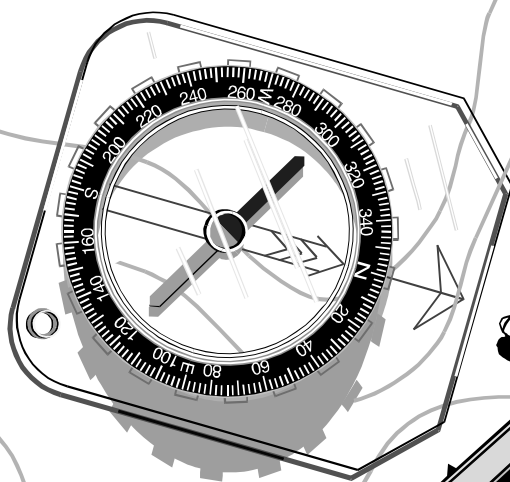




Environment
Safety & Health

The Individual Development Plan



Charting your career path

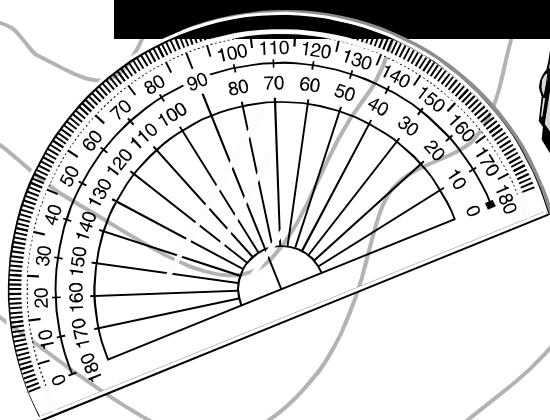


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Introduction

This booklet explains the responsibilities of the employee and supervisor in completing the Individual Development Plan and outlines a step-by-step process for preparing an IDP. Your personal data for the IDP can be entered electronically by using the SMART software program provided on the EH LAN. Please refer to the SMART User's Guide for specific information on entering your IDP data electronically.

Your IDP is developed by you and your supervisor. As you build your Plan, you will outline your developmental objectives and career goals. You will also select learning activities for achieving these objectives and goals.

2 The purpose of the IDP is twofold. First, it ensures that you maintain your current level of job proficiency through continued training and development activities. Secondly, you chart a career path by identifying new knowledge, skills, and abilities to pursue, as well as the learning activities needed to reach your goals. The IDP is completed annually by all federal employees in the Department. The Plan can be updated as necessary throughout the year.

Responsibilities

Employees

Each employee has the primary responsibility for developing and monitoring his or her IDP. This includes:



- Identifying short and long-range goals, developmental objectives and activities to achieve those goals.
- Identifying additional knowledge, skills, and abilities required to achieve the stated career objectives.
- Discussing and obtaining concurrence of goals, objectives, and developmental activities with first-line supervisor.
- Coordinating with the Office of Technical Training and Professional Development (EH-74) to identify and schedule all developmental activities that support the goals and objectives recorded on the IDP.
- Annotating the training dates for each developmental activity on the IDP.
- Satisfactorily completing all assigned reading, education, and developmental assignments.
- Providing feedback to supervisors and EH-74 concerning the relevance and effectiveness of the developmental activity or training to job performance.

3

First-Line Supervisors

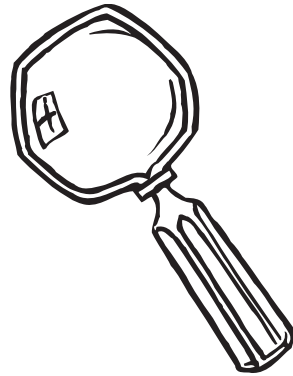
First-line supervisors are responsible for assisting each employee in the development of their IDP and supporting development activities outlined in the IDP. This includes:

- Performing a developmental needs assessment, in cooperation with the employee, to assist the individual in planning and formulating actions to successfully accomplish identified career objectives.
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-
- Counseling employees concerning career development and encouraging employees to set goals to improve their performance through systematic and continuous self-development.
 - Assuring that developmental activities support the objectives of the IDP
 - Evaluating the development and activities and training completed by each employee.

Procedures

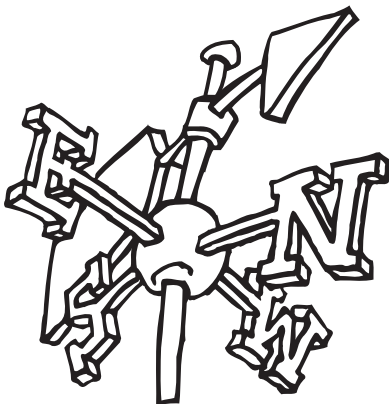
Examine the Present to Plan for the Future



Where am I now?

4 Conduct a self-assessment to determine interests and values. Ask questions such as: What do I value?

How satisfied am I in my current job? How well does my job meet my needs? If I wanted to make a change, what would it be? How do others see me? How do I want to be seen? What kind of person do I want to be? What makes me happy?



Where do I want to be?

Once you have reviewed interests and values, begin to examine the options available. Ask questions such as: Do I want to move up or over to a new organization? Enrich my present job? Develop new skills? If so, which ones and why?

Talk with supervisors and managers and see what options are available. Interview, collect

information, and ask others about their perceptions of you. Do a reality check—match your needs with your options.

Think about what the customer needs, how the organization is planning to meet customer needs, and what the demands and risks are.



How will I get there?

After deciding where you want to be, identify developmental areas. Ask questions such as: What skills, knowledge, and abilities do I possess? What do I strengthen now to meet where I am? What do I strengthen for future assignments? Determine your barriers.

What do I need to overcome the barriers? What is in my way? Where do I need to change? Identify the sources of the barriers and determine the need and actions to overcome them.

5

Employee Checklist for Preparing an Individual Development Plan



Identification of Goals

1. Identify the assignments or job duties you would like to complete this year.
 2. Define your short-range (1 year) goals. These should include your performance elements and TQP needs not addressed on your TQR.
 3. List future activities that you would like to accomplish and prioritize them. (Refer to “Prioritizing Your Learning Activities” in the SMART User’s Guide for details on prioritization. Those that are prioritized as A will be the top priority, B the second priority, and C, the last priority.)
 4. List possible career paths open to you (e.g., technical specialist, supervisor, manager).
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5. Define your long-range (1-3 years) goals.
 6. Ask yourself: Are my goals realistic? How strong is my desire to achieve these goals? Are my goals compatible with my strengths and weaknesses? Are my goals compatible with the parts of my job that I like and dislike?

Identification of Objectives

1. Read your job description.
2. Read your most recent performance appraisal.
3. Read your office/division mission and function statement.
4. List specific job activities that you enjoyed in the past year.
5. List specific job activities that you did not enjoy in the past year.
6. Identify the elements of your job where you excel.
7. List those elements of your job where you believe performance could be improved.
8. List those activities within EH that are interesting to you.

6 Identification of Professional Development Activities

1. List the ten most common tasks that you perform. (Tasks are single activities that cannot be meaningfully broken down into smaller elements.)
 2. Identify the knowledge, skills and abilities that are needed to perform each task.
 3. Identify and prioritize the knowledge, skills and abilities you do not have or those you need to strengthen.
 4. Identify short-term professional development activities that will help you acquire the needed knowledge, skills, and abilities.
 5. List the knowledge, skills and abilities needed to improve your performance as referred to in number 7 of the preceding section.
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Step-by-Step Process

Individual Development Plans are completed using the SMART software program. Refer to the SMART Users Guide or SMART Lite found on EH-74 Home Page (see address in back of brochure) for specific information on using the software. This section summarizes the steps you will take as you move through the IDP process. An approved IDP must be completed and ready to be implemented by December 31 of each year and within thirty days of placement in a new position within EH.



1

Step 1. Complete a first draft of the IDP before you meet with your supervisor. See the Employee Checklist for Preparing an Individual Development Plan on page 5.

2

Step 2. Schedule a meeting with your first-line supervisor to discuss developmental goals, objectives and activities outlined in the draft IDP. A developmental needs assessment by the employee and the supervisor may be helpful in determining the employee's developmental objectives and activities.

3

Step 3. During the meeting, your supervisor will ensure that your developmental objectives are aligned with the organization's objectives. Also, the supervisor must assure that the developmental activities are necessary, relevant, and reasonable in cost. See the Suggested Supervisor Checklist for Reviewing Individual Development Plans on page 9.

Step-by-Step Process

4

Step 4. You and your supervisor will discuss the type of developmental activities appropriate to support each objective outlined in your IDP. These activities include shadowing, OJT, self-study programs, simulation, structured discussion, rotational assignments, conferences, workshops, classroom training, and reading reference material.

5

Step 5. After you and your supervisor have reached an agreement on the IDP, you can coordinate with EH-74 to obtain assistance in identifying and scheduling specific developmental activities and personnel actions to complete the IDP.

8

6

Step 6. You are now ready to finalize the IDP: submit the plan to your first-line supervisor for approval. You should print out a copy of your IDP for your personal records prior to submitting it to your supervisor. This will be your only record of what you submitted. Your approved IDP may not match the IDP submitted. Copies of the approved IDP will be kept by EH-74.

7

Step 7. Your IDP will be maintained as a living document. Updated IDPs must be signed by you and your first-line supervisor. It's a good practice to conduct a mid-year review of your IDP with your supervisor to evaluate the progress of the Plan. Updates to your IDP can be processed using the SMART Program. Refer to the SMART User's Guide for more information.

Supervisor Checklist for Reviewing Individual Development Plans



Managers should consider the following processes when reviewing the IDP:

- Are the employee's goals realistic based on your assessment of the employee's capabilities and past performance?
- Are the employee's goals consistent with your office/division needs and strategic objectives?
- Do the proposed professional development activities support the employee's goals?
- Has the employee considered a full range of potential professional development activities, including self-study, on-the-job training, seminars, workshops, professional society meetings and conferences, details, and special assignments?
- Do professional development activities address performance weaknesses noted in the most recent performance appraisal?
- Do professional development activities include any required training or refresher training such as Hazardous Waste Operations Training or Radiation Worker Training?
- Are any additional professional development activities needed to address upcoming changes in responsibilities and planned assignments or to maximize cross training of the staff?
- Is the level of proposed professional development activities reasonable given the anticipated work load?
- Are proposed professional development activities within the employee's capabilities?
- Do you agree with the employee's prioritization of the developmental activities?

9



Definitions and Explanations

- a. **Classroom Training.** Structured learning that takes place in a classroom setting. Classroom training varies in format and type of activity depending on content and time available. Classroom training is generally most effective when followed by on-the-job or laboratory experiences that reinforce learning and provide opportunities for practice.
- b. **Developmental Activity.** Training, education, or other developmental assignments (e.g., reading reference material) that expand upon the knowledge, skills, and abilities to perform current and future duties, and accomplish developmental objectives.
- c. **Developmental Needs Assessment.** A systematic process by which the supervisor and employee identify the employee's specific developmental activities and priorities based on a review of the position description, job analysis, performance appraisal, organizational goals and objectives, and analysis of the employee's experience, training history, and career development goals.
- d. **Development of Job Aids.** Formulating a list of procedures, list of references, or other brief documentation targeted to help the individual more effectively perform a job or task.
- e. **Goal.** A goal is something pertinent to your work and career aspirations, such as mastering a skill in your current job or attaining a higher position. The goal should imply some work and challenge, but it should not be so high that it cannot be reasonably obtained. Short-range goals are planned to be accomplished within 1 year, and long-range goals are planned to be accomplished within 1-3 years.
- f. **Individual Development Plan (IDP).** The IDP is an individually tailored written plan developed by the supervisor and employee outlining the employee's developmental objectives and the developmental activity for achieving these objectives. The purpose of an IDP is to increase the current proficiency, development, and progression of the employee through a systematic developmental plan.

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- g. Knowledge, Skills, and Abilities.** Knowledge is an organized body of information, usually of a factual or procedural nature. Skill is the proficient verbal or mental manipulation of data, people, or things that are observable, quantifiable, and measurable. Ability is the power to perform an activity at the present time. Generally, skill pertains to physical competence; knowledge pertains to the mastery of a subject matter area, and ability pertains to the potential for using knowledge or skill when needed.
 - h. Objective.** A developmental objective, for the purposes of the IDP, is something pertinent to the employee's work and career and is worthwhile to attain. Developmental objectives should be as specific as possible (e.g., to learn to evaluate computer systems with multilevel security features).
 - i. On-the-Job-Training (OJT).** Training that is conducted and evaluated in the work environment.
 - j. Official Training Records.** Official training records are a part of the Official Personnel Folder. Training records may be kept separately as long as they are merged with the Official Personnel Folder when the employee ends his or her employment with the DOE.
 - k. Reading or Research Project.** Review of a specified set of reading on a topic or the completion of a research project and resulting report.
 - l. Rotational Assignment/Detail.** Temporarily placing an individual in a special job where he or she has the opportunity to learn and develop specific skills needed for his or her regular job.
 - m. Self-Study Program.** Learner-controlled experience generally involves the use of prepared materials and a self-paced structure with options for sequencing and level of detail required. This type of activity is appropriate when self-study materials are available, numbers of people needing the training are small, individual backgrounds and needs vary and an individual will benefit from a customized schedule of instruction. This type of activity is also appropriate when large numbers of individuals need the training but cannot be

easily assembled in the same place at the same time. Subject matter that is enhanced through the synergism of training participant interaction is not recommended as part of a self-study program.

- n. **Shadowing.** Learning through first observing the work of a qualified individual and then practicing the application of the same skill or set of skills followed by feedback and evaluation.
- o. **Simulation Training.** The application of classroom or other learning in a realistic but not actual situation in which the participant can practice skills. Simulation training may involve the use of specialized equipment or, in some cases, scenarios and role playing.
- p. **Structured Discussion.** Working with a mentor or other individual to learn about a specified topic through discussion. The structure might include preparation of questions for discussion or prerequisite reading or other research.
- q. **Symposium/Conference/Workshop/Seminar.** Any of a variety of events focusing on a specific topic or area of concern. Approval requirements must be met.
- r. **Task Force or Committee.** Serving as a member of a task force or committee for the purpose of gaining knowledge and/or experience in a particular area of expertise.

Additional Information

EH Technical Training and Professional Development

Roni Parham, Office Director 202-586-0509
Technical Qualification Program
Lead Site Program
EH Qualification Standards
Federal Technical Qualification Panel

Daniel Smoot-Wood 202-586-1151
Individual Development Plan(s)
SMART
LEARN
Home Page
TQP Tracker

Lorine Cambridge 202-586-8214
Training Requests
EH Training Records
CHRIS
Program Manager, EH-73 Training Registration Center

Donna Chapman-Turner 202-586-3708
Training Technician

EH Course Registration Hotline 202-586-2499

SMART/IDP Administrator 301-903-6332

EH Training Home Page
<http://tis-nt.eh.doe.gov/training/>

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